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ABSTRACT

During fiscal year 1976, 5 school districts conducted special educational activities for 386 migrant children. Although each local educational agency (LEA) approached the migrant child's educational problems differently, the individualized instruction concept was central in all programs. Standardized testing, Migrant Student Record Transfer System printouts, and teacher judgement determined the grade level instructional activities. Normal age-grade criteria was used for grade classification during the regular school term; during the summer, instructional grouping was established by attainment level with the actual age range limited to a 3-year differentiation. Although summer programs were integrated with the regular Title I summer programs in the morning, afternoon sessions were for migrant children only and included such enrichment activities as art, swimming, field trips, and social activities. Coordination with other programs concerned with the migrant's problems was maintained. Each LEA provided inservice training for their entire migrant program staff. Each LEA reported that the migrant educational program was successful. This report includes the Muscatine Community School evaluation report to show in more detail the LEA perspective in migrant education. (NQ)

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ED 134375

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ANNUAL EVALUATION REPORT

FOR MIGRANT PROGRAMS

FISCAL YEAR 1976

(School Year 1975-76)

Title I of Public Law 89-10
The Elementary and Secondary Education Act of 1965
As Amended

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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IOWA ANNUAL EVALUATION REPORT FOR MIGRANT PROGRAMS

Title I, ESEA

Fiscal Year 1976

The ESEA, Title I Section has the responsibility of coordinating the Federal and State funding into one educational program for migrant children and is operational the year round. The summer school program is financed by Title I and Migrant Title I funds for educational activities designed to meet the educational needs of the migrant children. The main thrust of the program is to help the children become more proficient in English via English as a second language approach. During the regular school year, State and local funds supplemented by the LEA's Title I funding plus Title I Migrant funds are utilized to underwrite the educational program activities.

I. OPERATIONAL PROJECTS

During Fiscal Year 1976 there were five school districts that conducted special educational activities for the migrant children. They were Columbus Community, Columbus Junction; Mason City Community, Mason City; Muscatine Community, Muscatine; Reinbeck Community, Reinbeck; West Liberty Community, West Liberty. There were minor variations in each of the LEA's approach to the educational problems of the migrant children, but the concept of individualized instruction was central in all of the programs.

II. CHILDREN SERVED

There were three hundred eighty-six children enrolled in the migrant program during Fiscal Year 1976. This figure represents only the children served by migrant funding. In addition, there were some migrant children served by school districts, but due to the small number of children in each instance the LEAs included them in their regular Title I programs.

A copy of the instrument used to identify the migrant child is included in the appendix of this report.

III. GRADE PLACEMENT

Standardized testing, MSRTS printouts, and teacher judgement determined the grade level instructional activities for the children.

For the summer school, grade placement, per se, was abolished and instructional grouping was established by attainment level with the actual age range limited to a differentation of three years.

For the regular school year the normal age-grade criteria was utilized for grade classification. However, the special teachers via conferences with the regular classroom teacher worked out educational lesson levels that were adjusted to the child's level of attainment.

The teacher-pupil ratio for the summer school programs varied from one-to-one to a high of one-to-fifteen, depending upon the particular curriculum concepts being taught. The regular school term had a range of one-to-one to a high of one-to-seventeen.

IV. INTER-RELATIONSHIP WITH THE REGULAR TITLE I PROGRAM

The summer migrant school programs were integrated with the regular Title I summer school programs during the morning sessions. The afternnon sessions were for the migrant children only and included the enrichment activities such as art, swimming, field trips, and social activities. By combining the two programs, the local schools were able to achieve maximum use of their specialized personnel for the common good of the children. The pooling of equipment and materials from each program eliminated duplication in purchasing which was financially rewarding to both programs.

For the regular school year, all children needing the services of Title I programming were included. Additionally, bilingual teachers worked with the migrant children to assist them in assimilating the basic English-oriented curriculum.

V. COORDINATION WITH OTHER PROGRAMS

Via telephone, letters, personal visitations, and formal meetings, a good harmonious working relationship is maintained among the various agencies concerned with assisting the migrant population. This includes education, food, health, legal, working conditions,

housing, clothing, and spiritual areas of concern for the migrants. There is one common concern equally shared by all agencies--there never seems to be sufficient funding for each of the service areas to feel that they have done all that they wish to do for the people being served. This concern brings the agencies together in order to pool their resources whenever possible for the common goal of trying to help improve the life style of the migrant people.

VI. INSERVICE TRAINING

Each LEA is charged with providing inservice training for their staff insofar as migrant school activities are concerned. The Illinois statewide inservice program for teachers of migrants has graciously permitted the Iowa teachers to attend their meetings. The MSRTS coordinator for this area has conducted a series of inservice meetings for the LEAs for better understanding of MRSTS and its function in the educational program for migrant children.

VII. PARENT INVOLVEMENT

The migrant parents cannot have an immediate input into planning for the current school program for their children as they are not present during the planning stage. However, the parents are consulted about the present on-going educational program and suggestions and comments they make are taken into consideration during the planning phase for the next school session. The settled-out migrant parents are included in the parent advisory

councils and assist in the planning phase of the program.

VIII. PROGRAM EFFECTIVENESS

The LEAs reported that in their estimation the educational program for the migrant children was successful. It was particularly heartening to have them report that in recent years the children were narrowing the age-grade gap from previous years. This is viewed as a sign that Migrant Education is beginning to pay dividends to the children for the time and funding expended.

APPENDIX

The Muscatine Community School evaluation report is included at this point in order for the reader to see in more detail the LEA perspective in migrant education.

MUSCATINE
TITLE I
LANGUAGE DEVELOPMENT PROGRAM

EVALUATION REPORT

School Term 1976

June, 1976

MUSCATINE COMMUNITY SCHOOL DISTRICT

MUSCATINE COMMUNITY SCHOOL DISTRICT

LANGUAGE DEVELOPMENT PROGRAM EVALUATION

I. PROGRAM DESCRIPTION

The Muscatine Language Development Program began with the opening of school on September 2, 1975 and concluded at the close of the school year June 2, 1976.

Five bilingual instructors maintained resource rooms in six elementary attendance centers and one junior high building where students were scheduled for individual or small group instruction for periods ranging from 20 to 45 minutes in duration on a daily basis whenever feasible. The length of the language development period was determined primarily by the individual language needs of each student.

Particular emphasis was given to identifying each migrant pupil's functional reading and language levels to insure the prescription of appropriate learning activities which assured maximum development of basic language expression and comprehension skills.

Language development instructors taught English as a second language. The basic program goal was to develop and reinforce reading and language skills as expressed in written and oral English.

The Spanish language was utilized to introduce concepts and to assist the non-English speaking and the non-English thinking students in achieving a smooth transition from Spanish monilingualism to English-Spanish bilingualism.

At the junior high level a tutorial approach best provided for the individual language needs of the English dominant pupils.

Additionally all program participants received one period of bi-cultural instruction each week to foster a better understanding of and respect for cultural differences among children from diverse backgrounds. The program staff supplemented language development instructional materials already available with additional textbooks, workbooks, and software especially developed for this type of program.

Three bilingual-bicultural aides assisted classroom instructors while migrant students participated in classroom instructional activities. Program aides repeated lesson details in both Spanish and English after presentation by the instructor to assure student understanding of the learning concepts being taught. They were able to provide additional practice for the language development students after the instructor had established a pattern structure. Program aides often assisted with flash card drills. They also listened to the migrant students as they read and occasionally read to these pupils.

II. CHILDREN SERVED

There were eighty-four (84) students enrolled in the language development program at the conclusion of the school year. Our fall enrollment totaling 98 pupils included approximately 12 migrant students who migrated back to Texas late in September as the tomato harvest season concluded.

Migrant and five year provision students were selected for program service on the basis of language development placement the previous year and individual classroom teacher and/or building principal recommendation of new students. The bilingual instructors evaluated each child's current educational status prior to his entry or re-entry into this year's program. A language dominance measure was administered to determine English or Spanish dominance and the Fountain Valley Reading Test was administered to assess individual vocabulary needs.

III. GRADE PLACEMENT

Program students were assigned to grade levels by building administrative staff based upon the recommendation of classroom instructors; therefore, language development instructors were not directly involved with assignment of students to grade levels or homerooms.

IV. TEACHER PUPIL RATIO

With 84 students served by five bilingual language development instructors, a satisfactory teacher-pupil ratio of 1 to 17 was maintained.

Program aides were utilized to assist with instruction in the students' classrooms as explained in Section I.

V. COORDINATION WITH OTHER PROGRAMS AND AGENCIES

Instructional hardware and software purchased for utilization during the Muscatine Language Development Summer Program is shared with the regular school year language development program staff and enrollees.

An example of this "total" year-round utilization of instructional materials is the assignment of Summer program System 80 audio visual units and kits to our bilingual teachers for resource room instruction.

In some instances migrant students are also receiving the supportive instructional services offered by our district's Title I remedial reading instructors.

The Mississippi Bend A.E.A. provides the professional services of consultants, speech clinicians, hearing clinicians, social workers, school psychologists, as well as a wealth of instructional materials from its Resource Center which are all available to program students.

A food services hot lunch program is conducted and students whose parents' income falls within the local established guidelines receive free or reduced lunches.

VI. INSERVICE TRAINING

Four days of pre-service activities preceeded the start of language development instruction. Topics presented and discussed included an overview of the program and its objectives, evaluation procedures, development of an effective instructional management system, and proper maintenance of the Migrant Transfer Record System forms. During the pre-service period time was also devoted to distribution of instructional supplies and equipment as well as preparation of the individual teacher's resource rooms.

An on-going inservice approach was initiated as bilingual instructors met with the Program Director approximately every two weeks to discuss a variety of topics including scheduling, testing, requisition of instructional materials, record keeping, and problems encountered.

A series of three after-school inservice meetings were arranged by The State Department of Instruction's bilingual consultant this past Spring. The primary purposes for scheduling these sessions were to better acquaint local staff with the cultural heritage of the Mexican-American child and to inform us about the current trends in bilingual educational programming. Tentative plans have been formulated for additional bilingual inservice meetings next year designed to teach classroom instructors and building administrators basic Spanish so that they will better understand the structure of this language and improve their ability to communicate with Mexican American students.

Program staff attended a two-day conference on bilingual education held in Des Moines, Iowa on April 12 and 13, 1976. This conference, sponsored by the Urban Section of the State Department of Instruction, featured presentations on teaching English as a second language (ESL) and bilingual instructional approaches.

VII. DISSEMINATION OF INFORMATION

Informational news articles including an editorial describing our program's goals were disseminated by the local news media.

The new language development program was explained to all local school administrators during a principals meeting prior to the program's introduction last Fall. Additionally a copy of the program description was forwarded to the principal of each building where migrant children were in attendance. Minutes from the language development inservice meetings were forwarded to the appropriate building administrators.

Parents were kept informed about school events by school newsletters sent home regularly from each attendance center throughout the school year.

VIII. PARENT ADVISORY GROUP

Written announcements sent home with students as well as personal contact by instructors were the means by which parents were invited to attend parent advisory committee meetings. Although the meetings were not well attended a high degree of enthusiasm for the assistance being given their children was expressed by the parents in attendance.

During a fall meeting of the P.A.C. the program director utilized overhead transparencies to explain the program goals and objectives. The evening's agenda also included a classroom demonstration of the effective use of learning materials utilizing program students.

During the February meeting of the parent group slides depicting the previous summer's educational programming were shown. Tentative plans for the conduct of next summer's language development program were discussed with parents given an opportunity to provide input into the design of the summer school.

Parents, representatives from the local migrant agencies, school board directors, and school personnel met during May to discuss plans for the 1976-77 school year migrant programs. School officials announced plans for a pilot bilingual instructional program to be made available to kindergarten and first grade pupils whose parents wish to have them participate beginning next September. It was also explained the present concept of this language development approach would continue as long as the need exists.

Those present expressed general satisfaction with the two instructional approaches to be offered for bilingual students effective next fall.

IX. PROGRAM EFFECTIVENESS

The following program goals and objectives were established to provide program direction and to measure instructional effectiveness.

PROGRAM GOALS

1. To develop and reinforce the reading and language skills of the enrollees.
2. To develop positive student attitudes toward school and about themselves.
3. To encourage pride in the student's cultural and linguistic heritage as well as an understanding and respect for other subcultures.

INSTRUCTIONAL OBJECTIVES

I. Average student growth as measured by the Stanford Achievement Reading Battery administered each Spring will be one month for each month the migrant child is enrolled in the Language Development Program.

II. Reading skills as measured by the Fountain Valley Reading Assessment Program will improve at an average rate of six skills for each month the migrant child is enrolled in the program.

Considering the fact that this has been the first year of the Muscatine Community School District's operation of a school year language development program we feel we have achieved a moderate level of success.

Classroom teachers have cooperated in the scheduling of migrant students from their rooms for language development resource room assistance. They have expressed a true concern for these educationally disadvantaged pupils as they maintain close communication with program instructors regarding individual progress and by seeking suggestions from language development staff for more effective instructional approaches in the classroom.

Parents during our parent-teacher conferences held twice this school year and when visited in their homes by our program staff have been very supportive of our efforts to help their children develop and improve their language performance.

All Muscatine Kindergarten students are given the Metropolitan Reading Readiness test each Spring. Thus we are unable to report pretest data for this year's Kindergarten pupils served by the program. However, posttest information reveals an average 46% percentile score, reflecting an average performance level for these students at the close of their first school year. Although we consider this to be a low end-of-the-year achievement level it is an encouraging result considering the fact that our language development Kindergartners were predominantly Spanish-speaking when they entered our school system last fall.

Because present first graders enrolled in our program were administered the Metropolitan Readiness test in the Spring of 1975 we do not have test data compatible with our end-of-the-year Stanford post assessment results.

The average posttest grade equivalent of 1.5 for our first grade students reveals a continued language disadvantagement for these early primary level pupils who must learn English as a second language.

The Stanford Achievement test battery is administered to our students in grades 1 - 6 during April of each school year. It was our intention to utilize this information to measure pupil progress in a pretest-posttest sequence. Because many migrant Mexican American students were Spanish dominant they could not read the test items and therefore were unable to participate in this phase of our testing program.

Quantitatively speaking it is difficult to report average student growth as measured by the Stanford Achievement test for reasons previously stated.

Nevertheless we have been able to summarize the pre-post test data for the English dominant students served by the program. For these students achieving our program goal - "average growth will be one month for each month the migrant child is enrolled in the program" - was almost a reality, falling short by only one month. The average gain for these language development students was 8 months compared to the program objective projection of 9 months.

The task of determining a specific number of reading skills to be mastered within a given time period is at best a difficult one because there are so many variables to be considered. No two students possess exactly the same potential and certainly the length of time it takes for students to master skills can vary considerably.

This program's projected reading skills growth of six skills a month as measured by the Fountain Valley Reading Assessment Program was arbitrarily established after summer language development students achieved average mastery of 10.2 reading skills during the six week summer session.

Our program enrollees exceeded our reading skills objective by 3.5 months as they achieved an average monthly gain of 9.5 reading skills.

The Fountain Valley assessment program is designed to measure progress for students enrolled in grades 1 - 6 and therefore the aforementioned results do not measure the degree of success for the Kindergarten reading readiness activities.

Certainly our Mexican American students have encountered a pair of serious learning obstacles: (1) the need for learning a second language upon entry into the school program; and (2) irregular school attendance. Is it justifiable for us to expect these students to experience the same academic progress during a given time period as would be achieved by other children without similar handicaps within the same age/grade span?

While our assessment objectives may have reflected a high degree of optimism, our program test results seem to prove our faith in our migrant students' ability to achieve significant growth in spite of their disadvantagement is warranted.

X. PROGRAM EFFECTIVENESS

In our opinion there is a very definite need for the type of educational opportunities provided by this language development program for the benefit of our Mexican American migrant children.

Because of their educational disabilities these students cannot function in the classroom on equal terms with the typical English speaking student.

It is our belief these migrant students do benefit from their "mainstreaming" during the majority of the school day. Adequate mastery of the English language is largely dependent upon the students exposure to and actual utilization of this means of communication. Direct contact with students and teachers in the regular classroom setting provides the kind of language "immersion" that is necessary for any individual to become truly bilingual and to successfully acquire a second language.

A bilingual language proficiency and an understanding of and empathy for children from diverse cultures are special qualities possessed by our instructors which are vital to the success of this program.

We are most fortunate to have at our disposal a very complete inventory of instructional resources which has been successfully utilized to motivate program students to perform their best work as they are challenged by a variety of learning tasks.

Of particular concern is the inadequacy of our assessment program, especially from the standpoint of measuring growth for the Spanish dominant students. It is extremely frustrating for these children to attempt to respond to printed symbols that are completely unfamiliar and yet typically they also have not had the opportunity to master the printed word in Spanish. We are still searching for a solution to this problem. In the meantime, more importantly, we have given recognition to the urgent need of these pupils for an oral language emphasis rather than a formal reading and writing instructional approach.

Due to the lack of classroom space some language development resource programs have been housed in somewhat cramped quarters or have been located in areas shared by other programs or personnel. These circumstances have been unavoidable due to the already heavy demand placed upon individual buildings with the continued expansion of educational programs and services.

We believe early primary level students who are Spanish dominant definitely require additional bilingual instructional assistance. The pilot bilingual Kindergarten - first grade project to be initiated this fall by the Muscatine Community School District will certainly answer this need for many children. Since participation in this program is voluntary students whose parents choose not to have them enrolled will continue to be served by our language development service by our program until they are able to function satisfactorily in the classroom.

Finally, it is our sincere belief that the Language Development Program fulfills a vital educational function for its Mexican-American migrant students. It exists to provide supportive and developmental language experiences for children whose plight is a matter of circumstance and certainly not a lack of personal iniative or ability.

In our opinion the program has succeeded by developing positive student attitudes toward school and about themselves as they function more successfully in the classroom as a direct result of the meaningful language development learning experience provided by its staff of teachers and aides.

XI TEST DATA

LANGUAGE DEVELOPMENT PROGRAM 1975-76

Code of Activity	Grade Level	Test Code	Type of Score	Number Children Pre-Test	Date of Pre-Test		Average Pre-Test Score	Number Children Post-Test	Date of Post-Test		Average Post-Test Score	Subjective Evaluation Rating High (46) Low				
					Yr.	Mo.			Yr.	Mo.		1	2	3	4	5
Language Development	K	Met. Red.	%	---	---		---	11	76	4	46			x		
Language Development	1st	Stan. Achiev.	Gr. Eq.	---	---		---	20	76	4	1.5			x		
Language Development	2nd	Stan. Achiev.	Gr. Eq.	7	75	4	1.5	8	76	4	2.0			x		
Language Development	3rd	Stan. Achiev.	Gr. Eq.	4	75	4	2.3	4	76	4	3.2	x				
Language Development	4th	Stan. Achiev.	Gr. Eq.	1	75	4	2.9	1	76	4	3.5			x		
Language Development	5th	Stan. Achiev.	Gr. Eq.	5	75	4	3.7	8	76	4	4.8	x				
Language Development	6th	Stan. Achiev.	Gr. Eq.	2	75	4	4.4	3	76	4	5.4	x				

Average Gr. Equivalent Growth

Gr. 2 -- 5 months
Gr. 3 -- 9 months
Gr. 4 -- 6 months
Gr. 5 -- 11 months
Gr. 6 -- 10 months

Average Program Growth

Gr. 2-6- 8 months

See Section IX for an interpretation of these test results.

MUSCATINE TITLE I REMEDIAL AND LANGUAGE DEVELOPMENT SUMMER PROGRAM EVALUATION REPORT

SUMMER SCHOOL 1976

OCTOBER, 1976

MUSCATINE COMMUNITY SCHOOL DISTRICT

MUSCATINE COMMUNITY SCHOOL DISTRICT

REMEDIAL AND LANGUAGE DEVELOPMENT

PROGRAM EVALUATION

The financial resources of Title I grants No. 7223 - Remedial and Migrant No. 203M - were utilized to provide a six week summer session of supplemental educational opportunities for students who typically function one to three years below the grade level commonly associated with their age groups.

Our summer educational program was initiated Thursday, July 1, 1976 at Franklin Elementary School and concluded after twenty-nine daily sessions on Wednesday, August 11, 1976.

I. Exemplary Projects

A continuous progress multi-aged grouped approach to the educational task in language arts and mathmatics was provided for the combined program participants.

Multi-age grouping afforded our combined program enrollees many opportunities to develop skills as well as to acquire knowledge in a classroom atmosphere devoid of the tensions created when students are expected to attend classes geared to particular age/grade levels. The removal of artificial grade level barriers resulted in the assignment of students within an age range of two - four years to classes within a unit comprised of three classrooms. Thus class groups represented no particular grade level and the continuous progress instructional approach was designed to diagnose the individual needs of the students.

In addition to the multi-aging within each unit, pupils from the Apache and Shoshone units, representing both the remedial and language development programs and ranging in age from nine to fourteen, were integrated during the morning sessions when both programs functioned. Apache and Shoshone unit students were exchanged on a random basis within the same age groupings for math instruction.

Primary unit pupils ranging in age from four to nine remained within their own program structure for classroom instruction due to the very different language development needs of most Mexican-American students at the primary level.

Our first instructional priority was to identify each student's functional reading, spelling, and math skills levels to permit the units to develop a program designed to afford maximum assistance in the acquistion of new language skills of expression and comprehension as well as the improvement of math basic concepts.

Upon their entry into the combined program students were administered a pre-test to diagnose their individual skills needs in reading, spelling, and math to be followed by the prescription of an individualized program of instruction.

READING PROGRAM

The reading skills diagnostic tests accompanying the Fountain Valley Teacher Support System were administered to combined program enrollees to provide meaningful diagnostic patterns and to identify specific deficiencies. This particular testing procedure allowed the staff to evaluate the pupils on what they could do, not on how they compared to a grade level or national norm. Migrant and former migrant students who were Spanish dominant were not administered the Fountain Valley test. Instead these students were provided language development instruction utilizing the bilingual materials later described as well as many of the audio visual materials prescribed by Fountain Valley for reading basic skills instruction.

Because reading is an individual task our staff of instructors designed a reading program which provided opportunities for students to increase their proficiency in basic reading skills through the process of specialized methods of instruction, lesson organization, flexible grouping, and the utilization of a variety of instructional hardware and software. Flexible grouping sometimes meant the exchange of students within the unit for the more effective utilization of time and materials for teaching pupils who possessed the same skills needs.

The lesson organization almost always required selection of instructional material to be presented to small groups of from two to ten learners whose skills deficiencies were similar. The remaining learning modes including large group, independent, and one to one were also incorporated in the daily planning of reading activities.

The instructors from each of the four program instructional units selected specific learning Objectives from the Fountain Valley Support System list of 277 objectives covering the five basic reading skills areas. Diversified learning activities described by the Fountain Valley Support System provided the instructors a variety of teaching alternatives utilizing the many teaching resources available in the Media Center.

In addition to the concentration on reading skills development students were afforded many opportunities to read aloud and silently utilizing the Scott-Foresman Reading Systems as a basal text.

The Bicentennial Reading program sponsored by the Mississippi Bend Instructional Materials Center encouraged our combined student body to read at least twelve library books to qualify for a Bicentennial Award Certificate. Student response was encouraging with many of our pupils qualifying for the award. See Attachment A for a copy of the Bicentennial Award certificate.

Pupils were post-tested upon completion of learning activities covering a specific reading skill and upon completion of the learning activities designed for student mastery of a specific group of reading objectives. Teacher constructed tests were used for isolated skills testing mastery of a group of skills.

Post test results indicated a student's readiness to advance to a higher skills level or the need for reteaching areas of deficiency by utilizing other learning strategies which offered new instructional activities.

Individual Continuous Progress Profile records for each student have been maintained in reading which provide an up-to-date on-going record of reading skills progress for pupil and teacher.

MATH PROGRAM

Multi-age grouping helped to reduce the wide span of math ability levels within each classroom, thus enabling instructors to provide more individual assistance for each child.

Form A of the computational test accompanying the Houghton Mifflin Individualized Computational Skills Program was given to each student as a pre-test upon his entry into the program to: (1) determine the level of his basic math skills mastery; and (2) to provide pre-test results to later compare with post-test data in an effort to measure student growth during the summer school session.

The computation test results were translated into an individualized continuous progress program for students which emphasized mastery as well as application of basic math facts so necessary for the solution of practical everyday problems.

Instructors working as teams within each unit identified skills objectives appropriate to the needs of their students and as an on-going process selected learning activities designed to teach these basic math skills.

Teacher-constructed games were often used to motivate students as they worked for mastery of basic math skills.

The Houghton Mifflin I.C.S.P. skills sheets and inventory tests were administered as a post-test to determine student readiness for an advanced skill level or the need for reteaching skills for which students had not attained the desired mastery.

Individual student math record cards were maintained to identify skills successfully mastered as well as to point out skills to be yet acquired.

The very positive results of our minicalculator research study from our summer - 1975 program encouraged our expansion of the utilization of hand-held calculators in additional classrooms this summer Students in classrooms whose age range encompassed eight to fourteen year-olds used minicalculators to verify correctness of written answers to computational problems from the Individualized computations skill sheets as well as to complete computation of actual answers to problems on every third skills sheet.

CLASSMATE 88 PROGRAM

This summer a minicomputer/calculator learning center located in the Franklin Media Center provided another dimension to our basic math instructional approach. Combined program students ranging in age from eight to fourteen were selected by their instructors to spend 10 - 15 minutes each day during the six week summer session working computational problems programmed for his or her particular skills area. The Houghton Mifflin Individualized Computational Skills Program Skills Inventories were administered to these students as a preassessment to determine their individual needs for the subsequent prescription of appropriate Monroe Classmate 88 programs. The Classmate 88 is a minicomputer/calculator which offers seventy different programs in the basic whole number, decimal, percent and fraction skills areas for independent study by individual students.

This instructional device provides a print-out of each student's work which clearly identifies student errors for the prescription of additional instructional learning alternatives by the classroom teacher.

In addition to their utilization of the minicomputer/calculator each day combined program pupils also used I.C.S.P. skill sheets, System 80 math lessons, Languagemaster card programs, and instructor-devised learning center activities during their regular forty minute math periods.

The results of the Houghton Mifflin Individualized Computational Skills Program Achievement Test - Forms A & B administered in a pre and post test sequence show an average gain of 5.47 months for the combined program pupils who were involved in this "pilot" project during our six week summer session.

See Attachment C for a complete report of the test results.

The typical average growth in the computational skills during previous summer programs as measured by the I.C.S.P. Achievement testing has been 2 to 3 months.

Thus our current assessment results appear to provide additional evidence to support our previous summer's research findings that the minicalculator and now the mincomputer/calculator are very useful and valuable instructional tools which can significantly increase math learning of computational skills.

SPELLING PROGRAM

In spelling a continuous progress placement test was utilized to determine individual placement of each child in the instructional program. Appropriate word lists for each spelling level were then assigned to each pupil in accordance with his placement test results.

During the daily 20 - 30 minute spelling period students studied their word list independently utilizing the eight study steps outlined by the Economy Company Continuous Progress spelling kits. Application of spelling generalizations allowed students to progress at their own rate as they mastered the spelling of many new words.

Some students were assigned other learning alternatives including System 80 Developing Spelling Skills lessons while others were assigned pages in a traditional type of spelling workbook.

LANGUAGE PROGRAM

A bi-lingual approach to attacking the English deficiencies of the Mexican-American migrant students who lack the necessary phonics and decoding skills to communicate successfully in English was provided by the Language Development Program for migrant children.

At the early primary level, ages 4 - 7, instructors used a bi-lingual primer Tito, Beginning Reading in Spanish to acquaint students with the concept of reading and the skills involved. This Spanish primer introduces the student to the printed Spanish words which have already been assimilated into his speaking vocabulary. The transition to English occurs as the instructor presents the English equivalent both in writing and by oral expression.

The Bowmar Early Childhood Spanish Series as well as the Peabody Language Development kits were particularly useful for instructing the early primary level students.

Students were encouraged to use both languages, with emphasis placed upon English expression, during classroom activities. Directions for completion of daily assignments were repeated in Spanish by either the bilingual instructor or a bilingual instructional aide as required.

Additional bilingual instructional materials utilized for instructing English language deficient Mexican-American students for all age levels included:

Bilingual Picture Dictionaries - Gr. 3 - 8

Vocabulario Illustrado - Gr. 3 - 8

A Taste of Education - Gr. K - 6

Learning Basic Skills Through Music - Gr. K - 4

English As A Second Language - Gr. 1 - 4

Languagemaster, English As A Second Language - Gr. 1 - 6

Ingles Practico Sin Maestro - Gr. 3 - 8

Invitacian al ingles - Gr. 3 - 8

Happenings - Gr. 3 - 6

Carteles De Trabajadores - Gr. 1 - 6

Miami Linguistic Reader Series - Gr. K - 4

Let's Speak English - Gr. 1 - 6

Look, Listen, & Learn With Bennie, Betty, & Bill - Gr. 1 - 4

Spanish Sights & Sounds - Gr. 1 - 4

Tito - Beginning Reading in Spanish - Gr. 1 - 3

Sesame Street Magazines - Spanish Edition - Gr. 4

Bowmar Early Childhood Spanish Series - Gr. K - 2

SeQuien Soy - English Around the World - Gr. 4 - 6

El Roloj - Gr. 1 - 4

Beginning Fluency in English - Gr. 1 - 3

Spanish Scrabble - Gr. 4 - 8

Introducing English - Gr. K - 1

Crucigramas Para Practica Fonetica: Sonidos Initiales - Gr. 1 - 2

Pareando Objectos, Personas Y Edificios - Gr. 1 - 4

Aprendiend el Alfabeto - Gr. 1 - 2

Crucigamas Para Estudiantes - Gr. 3 - 4

Action Phonics - Gr. 1 - 6

Early Learning Filmstrip Library - Gr. 1 - 4

Bilingual Reading Series, Levels 1 - 11 - Gr. K - 2

Bilingual Syntex Kit - Gr. 1 - 6

Rompetabezasde Nombres

Cartel de las Bandaras de las American

Movil de Colores y Formas

Cartel de Animales Domesticas

Juego "Listasde Compras"

Who Am I?

How Do I Learn?

Developing Understanding of Self & Others - Kit D-1 - Gr. K - 3

Peabody Kits - Level I & III - Gr. K - 3

Bilingual Reading - Spanish Oriented - Level 3 - Gr. 2 - 6

BICULTURAL INSTRUCTION

Classroom instructional activities intended to nurture pride in the Mexican-American students' own cultural and linguistic heritage as well as to foster a better understanding of and respect for other cultures were scheduled during two thirty minute class periods each week. Remedial program instructors also scheduled similar bicultural lessons during one half-hour period each week.

The Language Development art and music instructors planned their lessons around a central theme of Mexican-American holidays and traditions.

Bicultural instructional aides available include:

Chicano Cultural Series

Cesar Chevez - Man of Courage

Five Children

Five Families

Folk Songs of Mexico

Living in Mexico

Mexican Americans

FIELD TRIPS

Summer educational field trips exposed our combined program enrollees to the "sights and sounds" of the community. This summer's itinerary included trips to Muscatine's new public safety building, Lock & Dam 16, Northwestern Bell Telephone facilities, and Iowa's Old Capitol.

These educational "excursions" provided students almost unlimited opportunities for language stimulation activities during preparation for the trips, while participating in the field trips, and when reacting to their experiences upon returning to the classroom.

UNIT ORGANIZATION

This summer our organizational structure involved the unit concept. Each unit was comprised of three instructors who worked together as a team. The primary responsibility of each of our three professional teams was to plan, evaluate, and adapt the instructional program to best meet the individual needs of the students assigned to the unit. Team members were dedicated to the task of creating a relaxed, personalized environment that was highly conducive to learning - one that turned children "on - not off".

Each unit selected its own leader who participated as a member of the Instructional Improvement Committee. The I.I.C. composed of the unit leaders and the principal met each Friday at 8:00 A.M. to discuss general progress and to plan together for the improvement of the total instructional program.

At the unit level teachers "teamed" by sharing ideas and materials, selected their instructional objectives, planned diversified learning activities, and agreed upon written evaluation procedures.

The combined program staff revised and updated student progress report forms which served a threefold purpose:

(1) Provide a cumulative record of each student's summer progress

(2) Provide a progress report to be forwarded to the student's assigned school

(3) Offer an explanation of student growth during the program to the parents of each pupil. (See Attachment B for examples of the Continuous Progress Report Forms.)

HOME-SCHOOL COMMUNICATION

Particular emphasis was placed upon better informing parents about their children's progress throughout the six week program. Our communications approach included visitation of migrant camps. Each Language Development instructor visited at least one camp for the express purpose of meeting parents and briefly explaining their children's progress. Trips to the camps were arranged after school and sometimes in the early evening when parents returned to their camps.

Each combined program unit prepared a weekly newsletter to be sent home on Fridays. Language Development aides assisted by preparing a Spanish edition of each newsletter.

II. CHILDREN SERVED

The aggregate combined program enrollment was one hundred ninety-five (195) students.

The Language Development program's average daily attendance included 81.9 students, while the average daily attendance for the Remedial Program amounted to 55.5 pupils.

The Language Development enrollment included 55 interstate migrant children and 78 "settled-out" Mexican-American pupils.

The "settled-out" former migrant pupils are eligible to attend classes under the provision of the Five Year Eligibility Provision Public Law 89-750 which states, "Should a family meeting either interstate or intrastate migrant conditions decide not to continue to follow the crops but "settle" in a given community, a child in such a family may be considered eligible to participate in projects funded under Public Law 81-750 for a period of five years with written consent of the parents".

Forty-one percent (41%) of the Language Development program enrollees came from families who have resided in the area for less than one year and continue to migrate from Texas to Iowa to join in the annual tomato harvest in this area.

A report of the day-by-day comparison of the Language Development program's average daily attendance for the past two summers' is shown in Attachment D. An attendance report for the Remedial Program is illustrated by Attachment E.

See Attachment F for a complete Language Development enrollment report by school districts for the past five summers, 1972 - 1976 inclusive.

See Attachment G for a copy of the instrument used to identify migrant children.

This is a copy of the form provided by our state department of public instruction for the enrollment of Language Development students.

III. GRADE PLACEMENT

No need exists during our summer session to identify a student's previous grade level assignment. Pupils were multi-age grouped and therefore were not assigned to classes geared to particular age/grade levels.

IV. TEACHER-PUPIL RATIO

The combined program pupil-teacher ratio was 14.3 to 1. More specifically, with an average daily attendance of 55.5 pupils taught by 4 instructors the Remedial Program's pupil-teacher ratio was 13.8 to 1. The Language Development program's pupil-teacher ratio was 14.8 to 1.

The type of individualized continuous progress programming designed for educationally disadvantaged students we conduct necessitates maintenance of reasonable student - teacher ratios within each classroom. Our class size continued to be maintained at a favorable level.

V. COORDINATION WITH OTHER PROGRAMS

Several state and local agencies are involved in programs which provide various forms of assistance to migrant families.

The Migrant Action Program operates a Day-Care and Headstart Center for children from interstate migrant families. This program, which serves pre-school children from the same families served by our elementary summer school, operates from the latter part of July into late September.

The Mississippi Bend A.E.A. provided a school social worker as well as a social worker intern to assist with the enrollment of students prior to the start of the summer session. Mississippi Bend A.E.A. personnel assisted with attendance service by visiting migrant homes and camps to determine the reasons for absenteeism and by helping our program staff to maintain more accurate pupil accounting procedures by notifying us immediately when students no longer would attend due to a families leaving the area.

The Muscatine Community School District continued its efforts to serve the educational needs of "settled-out" Mexican-American students by providing five certified elementary bilingual instructors to staff the school year Language Development programs. These bilingual instructors are assigned to several attendance centers in Muscatine to assist Mexican-American students by helping them to improve language skills of expression and understanding.

This school year language development program funded by both state legislative appropriation and by regular Title I allocation serves the same "settled-out" Mexican-American population eligible to attend our summer Language Development Program. Language Development hardware is being shared with six Title I elementary attendance centers where "settled-out" migrant pupils attend classes throughout the school year.

The Muscatine Migrant Committee cooperated with our program staff by arranging a medical clinic for migrant pupils on July 19, 1976. Senior medical students under the supervision of resident medical doctors from the University of Iowa completed physical examinations, urinalysis, and blood tests on 25 migrant students.

Medical referrals for eight (8) students who required further evaluation and possible treatment were forwarded to the Friday evening migrant family clinic held at the Muscatine Migrant Center.

The Muscatine Migrant Committee, Muscatine County Relief Office, Muscatine County Social-Welfare Department, Muscatine Public Health Nursing Association, The Muscatine Community School District, and the Muscatine County medical and dental societies cooperated with the State University of Iowa's College of Dentistry to arrange for the location of the College of Dentistry's Mobile Examination Unit at Franklin School throughout the period from July 6 until August 13, 1976.

The four-chair mobile dental unit was utilized to provide dental health care for qualified combined summer program enrollees as well as other economically disadvantaged adults and children in this immediate ares.

Senior dental students, supervised by a licensed dentist, completed screening examination on all of our combined program pupils whose parents had provided their signed consent.

Follow up dental treatment was completed for as many students as possible with a few additional students referred for treatment after the conclusion of the summer session. The mobile laboratory remained operative for two days after the close of our summer school program.

Senior dental students enrolled in the dental training program visited every classroom weekly during the summer session to present a comprehensive preventative dental education program.

The mobile dental lab staff provided the enrollees with the basic tools necessary for daily care of their mouths - - toothbrushes, floss, and disclosing tablets. Individualized instruction and reinforcement presented helped the pupils to better understand the importance of dental care.

The Muscatine Boy Scout Council and the Muscatine Migrant Committee organized cub and boy scouting activities for Language Development pupils. These meetings were held each Tuesday immediately following dismissal of classes.

The Food Services Division of the Iowa Department of Public Instruction funded our hot lunch program under the provision of the Muscatine Community School District's food service agreement. Nutritious breakfasts and noon hot lunches were available to combined program enrollees. Adults as well as students whose parents did not qualify according to the free or reduced meal guidelines were required to purchase their meals. U.S.D.A. commodities were used by the food service staff to prepare the daily menus.

The L & M and West Liberty Community School Districts provided bus transportation for migrant children residing in their districts who were brought to Muscatine to participate in our Language Development Program. Title I migrant funding reimburses the L & M and West Liberty School districts for the bussing of these migrant children to our attendance Center.

Through the combined efforts of the Title I financial coordinator, the superintendent of the Muscatine Community School District, the superintendents of the Mississippi Bend AEA, the L & M School District, and the West Liberty Community School District, the program coordinator of the Muscatine Migrant Committee, the deans of the Medical and Dental Colleges of the University of Iowa, the director of the Muscatine County Social Welfare Department, and the program director of the Remedial and Language Development Programs, the services provided by the various agencies previously described were successfully coordinated.

It is our conviction that a comprehensive program of educational services has been afforded our Mexican-American enrollees. Our primary objectives will continue to be refinement of educational services already available.

VI. IN SERVICE TRAINING

The Language Development professional staff participated in the two day Ninth Annual Migrant Workshop sponsored by the Illinois Office of Education prior to the opening of the summer term.

Topics presented and discussed during the Illinois Migrant Workshop included "Effective Use of Teacher Aide", "Practical Helps for Learning Centers", "Designing the Short Term K - 4 Language Arts Migrant Program", "Proper Utilization of the MSTRS Records", and the "Michigan Oral Language Instructional Approach".

Participation in this conference proved to be a valuable pre-service experience for our staff. Tentative arrangements have been completed for the Muscatine staff to be among the presentors during the summer, 1977 Illinois Migrant Workshop.

A one day pre-service orientation and workshop for the combined program staff preceded the opening of our summer session. Combined program orientation topics included an overview of the program and its objectives, evaluation procedures, and maintenance of an effective instructional management system. Additional time was devoted to preparation of the classrooms, and distribution of instructional supplies and equipment.

The regular scheduling of unit and I.I.C. meetings during the six week summer session provided numerous additional in-service opportunities for the program staff. Topics discussed and acted upon included selection of field trip destinations, design of pupil reporting instruments, testing procedures, and resolving curriculum and organizational problems encountered.

The Muscatine Language Development program was not visited by a Texas interstate cooperative project migrant instructor this summer although such a visitation had been requested.

We encourage the assignment of a Texas migrant interstate cooperative project migrant instructor to the Iowa Migrant program for the summer of 1977 to provide improved program continuity between the states of Iowa and Texas.

VII. NON-PUBLIC SCHOOL PARTICIPATION

Pupils enrolled at Hayes Elementary School during the regular school year attended both our remedial and Language Development classes. The enrollment procedures and requirements were the same for parochial students as they were for public school enrollees.

IV. DISSEMINATION

A Muscatine Journal news release published shortly before the start of the summer term, described the Remedial and Language Development program's summer education activities. The program director provided a description of combined program educational activities during a public affairs broadcast sponsored by the local radio station, K.W.P.C.

Copies of this evaluation report will be forwarded to the Muscatine Community School Districts Board of Directors, the superintendents of the Muscatine-Scott, L & M, and West Liberty School Districts and the State Department of Public Instruction.

IX. COMMUNITY INVOLVEMENT

The Language Development Program has employed migrant parents whenever such employment is feasible.

Five bi-lingual Hispanic aides were employed to assist instructors in the classrooms. Their command of both Spanish and English as well as their understanding of the culture and traditions of the Mexican-American family unit particularly suited them for assignment to this supportive role.

The following Instructional Aide Job Description is taken from the Remedial and Language Development Summer Program Handbook:

General Duties:

Under supervision of the principal, teacher, and other personnel involved in the program, the instructional aide is responsible for general clerical duties, issuance and return of supplies, and other duties as may be assigned to support the teacher's instructional role.

Specific Duties:

1. Monitor students during their utilization of instructional materials and equipment within the learning center.
2. Mark papers with aid of key
3. Check roll
4. Collect and return assignments
5. Pass out and collect instructional materials

6. Set up and dismantle displays and demonstrations

7. Run errands

8. Keep equipment and materials clean and in operating condition

9. Assist in maintenance of student records

10. Prepare charts

11. Accompany children when necessary to lunchroom, Media Center, playground, water fountain, or restroom.

12. Help supervise directed play activities. A teacher must also be present during periods of supervision.

13. Aid in flash-card drills

14. Drill children who need additional practice after the teacher has established a pattern structure

Migrant parents are not available for planning because they do not arrive in this area until the program is operational, and upon their arrival they usually begin working 10 - 12 hour days in the fields.

There is parental representation from the settled-out Mexican-American population in this community serving on Title I school district parent advisory committee.

Various church groups from other areas of the state donated health kits for interstate migrant children containing toothbrushes, toothpaste, soap, wash clothes, brushes, comb, and other toiletries.

X. PROGRAM EFFECTIVENESS

In terms of satisfying or fulfilling the stated program goals and objectives we feel the Combined Remedial and Language Development program was very successful.

The following program goals and program objectives were established to provide program direction and to measure instructional effectiveness:

PROGRAM GOALS

1. Development and reinforcement of English reading, language, and math skills of the combined program enrollees.

2. Development of positive attitudes toward school and about themselves through utilization of an individualized continuous progress approach.

3. Enriching the experiences of our migrant, settled-out migrant, and remedial students in an integrated program setting.

PROGRAM OBJECTIVES

I. An average reading skills growth of twelve skills as measured by the Fountain Valley Reading assessment program will be recorded by the end of the six week program of instruction.

II. Math skills will improve at an average rate of 1.5 months during the six (6) week instructional program as measured by the Houghton Mifflin Individualized Computational Skills pre and post assessment instruments.

III. Early primary level students will improve their average percentile rating by 35 points during the six week instructional program as measured by the administration of alternate forms of the Metropolitan Readiness Standardized Achievement Test.

LANGUAGE DEVELOPMENT EVALUATION

Level I, Form P of the 1976 edition of the Metropolitan Reading Readiness test was administered to the Language Development early primary level students in a pre - post test sequence to measure growth during the six week session. Students within the 4 - 6 year age range are not yet ready to work on the formal reading skills measured by Fountain Valley.

The average Metropolitan early primary level post test percentile, 66.2, high, compared very favorably with the pre-test percentile of 20.7, low range. The large percentile difference of 45.5 between the pre and post test scores indicate substantial language and math readiness growth was achieved by these early primary level students.

A comparison of the actual measured growth - 45.5% with the stated program objective of 35% reveals a skills improvement of 10.5% above and beyond the program objective.

Language Development students gained an average of 13.7 new reading skills as measured and prescribed by the Fountain Valley Reading Support Program while the Houghton Mifflin Individualized Computational Skills Program assessment measured an average growth of 7.0 months.

It is impossible to determine an appropriate number of reading skills to be mastered by students during a given period of time. Certainly our Mexican-American students who experience two serious educational handicaps - irregular school attendance and learning English as a second language - should not be expected to achieve the same skills progress expected from other children in the same age/grade span.

Nevertheless we again projected growth in reading at an average rate of 12 skills during the six week summer session. The actual average gain of 13.7 skills reveals that we surpassed our reading objective projection (12) by 1.7 reading skills. We believe this was a very significant skills advancement for our educationally disadvantaged students.

Language Development students earned an average growth of 7 months in arithmetic basic skills as measured by the I.C.S.P. Computational Achievement tests, forms A & B administered in a pre and post test sequence. With a projected math skills growth of 1.5 months as stated by our program objectives our average gain of 7 months exceeded this goal by a noteworthy 5.5 months. While we cannot attribute this unusual rate of progress in math to any single factor it is our belief the utilization of the minicalculators and minicomputer/calculator significantly contributed to these substantial math gains.

Early primary level language development pupils (ages 5 - 6) advanced at an average rate of 14.9 basic skills as compared to last year's average growth of 13 skills in math. This was a very satisfactory attainment for these students enrolled in our six week summer school.

REMEDIAL EVALUATION

Remedial program pupils within the 4 - 6 year age range were administered Level I, Form P of the 1976 edition of the Metropolitan Reading Readiness test in a pre - post test sequence to determine the extent of their growth during our six week program of instruction.

An average percentile gain of 26.2 for these early primary level students reflects substantial language and math readiness progress during a short six week session of half day classes, although we did not attain our projected growth rate of 35 percentile points.

Remedial students showed an average reading skills growth of 9.4 skills and a math skills advancement of 5 months. Because these pupils are involved in our classroom instructional activities only in the mornings for six weeks, their participation is the equivalent of three weeks of full-day instructional programming.

No one has been able to determine just how many reading skills should be mastered within a given period of time because there are too many obvious variables to be considered. Certainly no two students perform just alike and the length of time it takes for students to master skills will vary considerably.

The acquisition of an average 9.4 additional reading skills represents a high degree of improvement for our remedial students who have all experienced difficulties in the development of their reading skills.

Certainly these students benefit substantially from the reinforcement of basic reading skills previously acquired during their involvement in the summer program.

Remembering the fact that our remedial students have encountered reading difficulties and have progressed more slowly in reading than the typical student at his age/grade level we feel the overall reading skills achievement was significantly improved.

The average gain of 3 months by remedial students in math exceeds our stated objective of 1.5 months by 100%.

The Fountain Valley reading and I.C.S.P. math diagnostic test results at each instructional level reflected the educational disadvantagement of our combined program enrollees as they achieved well below the skills proficiency levels usually associated with other children of similar chronological age levels.

In summation combined program achievement assessment results demonstrated real success in our attaining and in some instances exceeding the desired outcome in terms of measuring pupil progress by administration of our skills testing program.

The average combined program gain in reading was 11.5 with the average progress in math skills totaling 5 months.

See Attachment H for a complete test summary.

XI. CONSTRUCTION - EQUIPMENT

Classroom air conditioning units purchased and installed previously continue to be effectively utilized to provide a controlled climate resulting in a classroom environment more conducive to learning as well as teaching.

XII. SUPPORTIVE SERVICES

The Muscatine Language Development staff has not become involved in interstate planning of follow-up services.

XIII. PROGRAM INTEGRATION

As mentioned earlier in this report the summer staff prepared Continuous progress pupil progress reports which were forwarded to the appropriate neighborhood attendance centers to which our summer enrollees returned in the fall.

Print-outs of the Migrant Transfer System records for migrant summer students who attended our combined summer program and then later enrolled in the local schools until their families complete field work and were ready to return to Texas were forwarded to the school year Language Development staff.

The individual student record folders compiled throughout the summer are also available to Language Development staff and the classroom teachers.

The sharing of educational resources including student records encourages the smooth transition of "settled-out" and migrant pupils enrolled from our combined summer program to the Language Development program. These Mexican-American students are afforded the opportunity to continue their progress by using the same texts and resource materials, beginning where they had temporarily paused after the close of the summer program.

XIV. STAFF UTILIZATION

1. Instructional aides

Specific aide assignments included: providing individual and small group assistance for students including drill work after the instructor had established a pattern structure; monitoring and assisting students during their utilization of audio-visual learning devices including System 80, listening centers, and language-master, and other duties as may be assigned to support the teacher's instructional rule.

2. Professionals

All professional staff members including instructors, school nurse, and program director were duly certified and trained to perform competently within the scope of each individual's area of specialization. Nine of the twelve professional staff members had been previously involved in our Title I summer programming thereby encouraging continuity of performance and offering the advantage of familiarity with enrollees, procedures, facilities, and educational resources.

XV. PROGRAM CRITIQUE

It has been stated that the Muscatine Schools have experienced a high percentage of Mexican-American students dropping out of classes before receiving the full benefits of a K - 12 education. Furthermore, it has been implied our schools have not provided an adequate program of instruction for these students thus contributing to their early withdrawal from the classroom.

In all fairness to the local educators who have shown a special interest and concern for these children from migrant and former migrant families by developing and conducting language development programs specifically designed to meet the unique needs of these students, there are some facts that ought to be herein communicated.

Language Development summer programing began eleven years ago. During the first several summers of its operation the children served were almost exclusively from true migrant families who were in this area only during the tomato harvest season. Thus there were very few "settled-out" families served. During the past five to six years The Language Development Summer School sessions have been attended by increasingly larger numbers of former migrant students until the point has been now reached where the majority of students are "settled-out" former migrants from both the Muscatine and West Liberty School districts.

Therefore, the drop-out rate experienced by the local school system cannot and should not reflect upon the adequacy of our total program for these children since typically the former migrant or settled-out migrant student has received the benefits of local public school education for a maximum of five to six years. Obviously our total instructional program encompasses thirteen years (K - 12) of school attendance.

Furthermore, we are aware of other factors contributing significantly to the Mexican-American drop-out rate. Certainly economic considerations enter in as the former migrant student approaches adulthood. We personally are aware of "settled-out" migrant students who chose work over school because their families required additional financial support and/or because their own personal desire or need to become financially self-sufficient was a determining factor in their decision to terminate their education.

The Mexican-American child's continual entry into and withdrawal from numerous school systems as his parents migrate in pursuit of field labor has taken its toll as reflected by the drop-out rate. These children receive at best a very "fragmented" education characterized by a lack of instructional program continuity among schools attended and by lengthy periods of absence during their travel along the migrant stream.

Each summer our Texas interstate migrant visiting instructors have described our program as being an "excellent" program with highly motivated and dedicated instructors providing well organized and appropriate learning experiences for both remedial and migrant language development students.

Additionally our summer program evaluation results have shown conclusively that we have attained the kind of performance by both language development and remedial students which relects a high standard of performance for the type of educationally disadvantaged students served.

Concern has been expressed about the inability of the remedial summer program to serve non-Title I buildings. While we recognize a need does exist for services for low achieving students in these non-Title I buildings the fact remains that our summer program serves the very same Title I buildings and certainly a large percentage of the same children who are enrolled in the regular school year Title I remedial reading program. For many students the summer session represents an extension of their school year Title I programing - additional opportunities to maintain skills already learned as well as to acquire new basic reading and math skills.

Thus the Title I concept of serving the population in greatest need is consistently applied throughout the calendar year as remedial students participating in both the school year and summer programs are enrolled from the buildings that qualify for participation according to the guidelines established by the federal and state regulatory agencies.

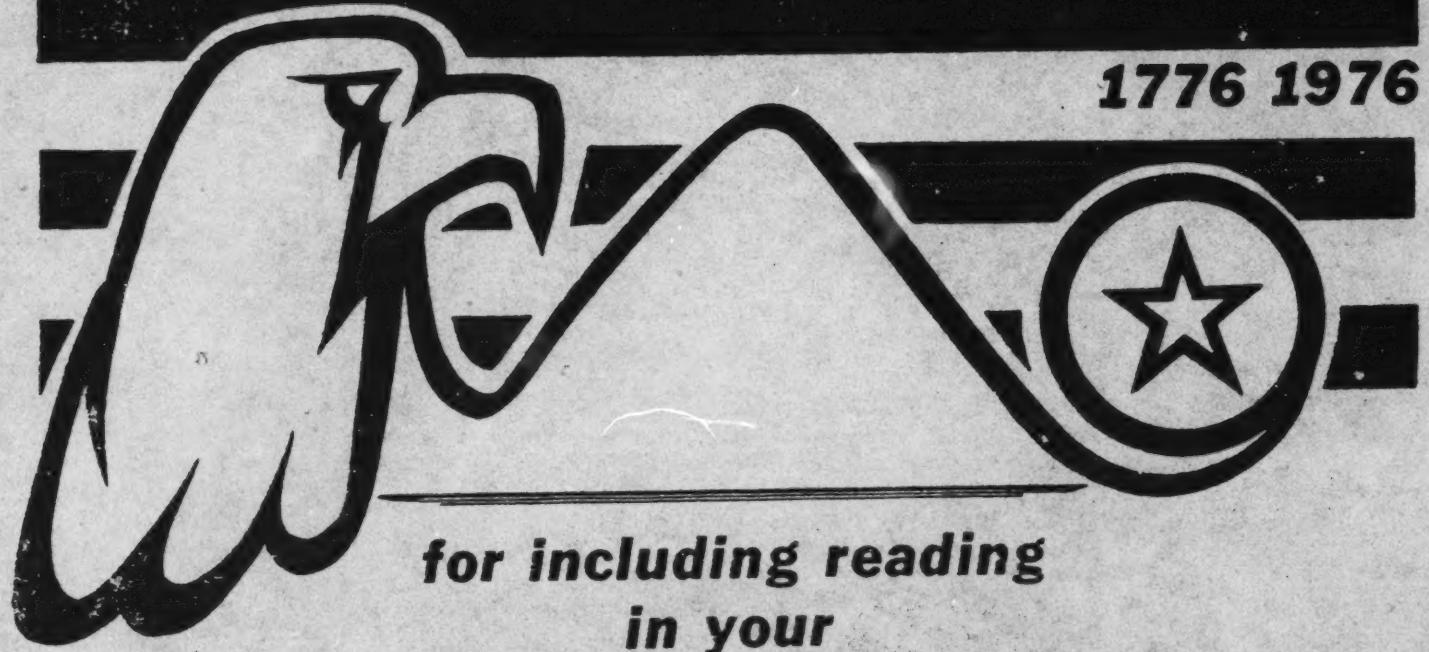
Finally, we sincerely believe the combined Remedial and Language Development Program has provided the most effective educational approach to summer programing yet conceived. In our opinion the diagnostic pre and post test results, the Texas Interstate Teachers personal observations during the past several years, the program students' positive reaction towards their learning tasks,

and the individual pupil progress records all provide the necessary supportive evidence that this summer educational program has very successfully provided substantial and meaningful compensatory and remedial educational experiences for the educationally disadvantaged students served. We believe the combined program should be continued in its present successful format during the summer of 1977.

Respectfully submitted

Jerry W. Lange

CONGRATULATIONS



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for including reading
in your
Bicentennial Celebration.

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ATTACHMENT B

_____
Student's Name

MUSCATINE COMMUNITY SCHOOL DISTRICT

REMEDIAL READING & LANGUAGE DEVELOPMENT
SUMMER PROGRAM

READING PROGRESS REPORT

This report indicates the teacher's judgment of your child's progress in reading skills. It is an individual report and takes into consideration your child's stage of development. Improvement has been noted in the area checked.

	Able to do Lo Hace Bien	Beginning to Do Esta aprendiendo a hacerlo	Unable to do Le falta práctica
1. The student shows ability in eye coordination. Muestra abilidadeń coordinacion/ de/mano/y/ojo.			
2. The student has developed listening skills. Ha desarollado abilidades en escuchar.			
3. The student has developed fine visual coordination. Ha desarollado discriminacion visual.			
4. The student can carry out 3 step directions. Sigue direcciones de 3 partes.			
5. The student can write the letters of the alphabet. Escribe las letras del analfabeto.			
6. The student can identify the letters of the alphabet. Identifica las letras del analfabeto.			

	Able to do Lo Hace Bien	Beginning to do Esta aprendiendo a hacerlo	Unable to do Le falta practica
7. The student can group pictures with the same beginning sound. Puede poner en grupos dibujos que emplezan con el mismo sonido.			
8. The student can recognize beginning sounds and give the written equivalent. Reconoce sonidos al principio de la palabra y da su equivalente.			
9. The student can identify medial and ending consonant sounds. Identifica sonidos en medio y al final de palabras.			
10. The student can phonetically decode simple words. Puede partir palabras a sus sonidos.			

Comments: _____

_____

_____

_____
Instructor

ATTACHMENT B

MUSCATINE COMMUNITY SCHOOL DISTRICT

REMEDIAL READING & LANGUAGE DEVELOPMENT
SUMMER PROGRAM

READING PROGRESS REPORT

_____
Student's Name

This report indicates the teacher's judgement of your child's progress in reading skills. It is an individual report and takes into consideration your child's stage of development. Improvement has been noted in the area checked.

The student will demonstrate his ability to recognize:

1. Main idea - rephrasing _____
2. Main idea - composing paragraphs _____
3. Recognizing sequence _____
4. Detail through topical guides _____
5. Details supporting main idea _____
6. Creative reading - reacting personally _____
7. Likeness and difference _____
8. Comparing & contrasting _____
9. Identify & interpreting feeling, attitude _____
10. Vivid language _____
11. Cause & effect relationship _____
12. Inference _____
13. Recognizing absurdities _____
14. Figure of speech _____
15. Fables, myths, & legends _____
16. Author's intent _____
17. Evaluating Bias _____
18. Indentify and interpreting ironies, etc. _____

The student will demonstrate his ability to recognize & identify:

1. Recognize unknown through context _____
2. Recognize words through sentecne _____

3. How, when, where, who, what _____

4. Definition & meaning _____

5. Multiple meaning

Comments: _____

_____

_____

_____

_____

ATTACHMENT B

Student's Name

MUSCATINE COMMUNITY SCHOOL DISTRICT

REMEDIAL READING & LANGUAGE DEVELOPMENT
SUMMER PROGRAM

MATH PROGRESS REPORT

	Able to do Lo Hace Bien	Beginning to do Está aprendiendo a hacerlo	Unable to Do Le falta práctica
1. The student can draw the number of objects indicated by a given numeral. Demuestra el número de objectos indicados por un número dado.			
2. The student can write the numeral denoting the number of objects in a given set. Escribe la cantidad en número viendo un grupo de objectos.			
3. The student can rote count to 10. Cuenta hasta 10.			
4. The student has adequate math vocabulary. Tiene vocabulario adecuado en matemático.			
5. The student can demonstrate use of zero. Demuestra uso del número cero.			
6. The student can rote count to 20. Cuenta hasta 20.			
7. The student can identify numbers from 1 - 20. Identifica los números de 1 a 20.			

ATTACHMENT B

	Able to do Lo Hace Bien	Beginning to do Está aprendiendo a hacerlo	Unable to do Le falta práctica
8. The student can count consecutive-16 starting with any number from 1 - 10. Cuenta los números consecutivos empezando con cualquier número de 1 a 10.			
9. The student can add numbers from one to ten. Suma los números de 1 a 10.			
10. The student can subtract numbers from one to ten. Rebaja los números de 1 a 10.			

Comments: _____

_____

_____

_____
Instructor

ATTACHMENT B

Student

FRANKLIN SCHOOL
MATH
INDIVIDUALIZED COMPUTATIONAL SKILLS PROGRAM
WHOLE NUMBERS - MULTIPLICATION

COMPUTATIONAL SKILLS	PREVIOUSLY MASTERED	MASTERED	PRESENT SKILL LEVEL
1. Multiply two one-digit numbers (memorizing the multiplication tables through the nines).			
2. Multiply a number by a one-digit number (no carrying).			
3. Multiply a number by a one-digit number, with carrying into the tens' place only.			
4. Multiply a two-digit number by a one-digit number with carrying into the tens' and hundreds' places.			
5. Multiply a number by a one-digit number, with carrying into the tens', hundreds', thousands' places, and so on.			
6. Multiply with multiples of ten (introduction of zero as a place holder).			
7. Multiply with multiples of one hundred.			
8. Multiply with multiples of one thousand.			
9. Multiply a two-digit number by a two-digit number.			
10. Multiply any number by a two-digit number.			
11. Multiply any two numbers.			
12. Multiply any two numbers containing one or more zeros.			

Comments: _____

_____

_____
Instructor

ATTACHMENT C

MUSCATINE SUMMER PROGRAM

FRANKLIN ELEMENTARY SCHOOL

NAME	AREA TESTED	PRE-TEST GR. EQUIV.	POST-TEST GR. EQUIV.	NET GAIN OR (LESS)
Simon	Addition	4.4	4.8	0.4
Eladio	Subtraction	4.3	5.7	1.4
Osvaldo	Fractions	6.9	8.4	1.5
Victor	Division	6.2	6.4	0.2
Danny	Subtraction	3.5	3.9	0.4
Jaimie	Subtraction	2.9	3.4	0.5
Gail	Addition	2.3	3.5	1.2
Donnie	Subtraction	3.4	4.1	0.7
Lisa	Subtraction	2.8	3.3	0.5
Jamie	Addition	2.3	2.3	0.0
Bill	Addition	2.5	2.7	0.2
Joe	Addition	2.2	2.7	0.5
Robert	Addition	1.8	2.5	0.7
Karen	Multiplication-Division	4.8	5.7	0.9
Mike	Subtraction-Multiplication	4.2	4.2	0.0
Lynden	Subtraction	3.1	2.8	-(0.3)
Virgil	Division	5.7	6.2	0.5
			Average months gain -	5.47

Students were administered the Houghton Mifflin Individualized Computational Skills Program Achievement test, - Form A, and the sequential skills inventory test to diagnose individual needs for prescription of appropriate classmate 88 programs.

Each pupil spent 10 - 15 minutes each day during the six week Summer School working computational problems programmed for his particular skills area. These students also utilized I.C.S.P. skills sheets, System 80 math lessons, and Languagemaster card programs during their regular forty minute instructional period each day.

The Houghton Mifflin Individualized Computational Skills Program Achievement Test, Form B, was administered at the conclusion of the Summer School to determine the extent of pupil growth.

ATTACHMENT D

MUSCATINE LANGUAGE DEVELOPMENT SUMMER PROGRAM

ATTENDANCE COMPARISON

Day of Program	Number in Attendance Summer 1975	Summer 1976
1st	49	70
2nd	55	73
3rd	60	74
4th	63	90
5th	60	89
6th	64	90
7th	61	91
8th	69	92
9th	60	91
10th	68	58
11th	74	90
12th	78	91
13th	77	92
14th	73	79
15th	78	81
16th	83	89
17th	84	70
18th	84	81
19th	78	76
20th	75	75
21st	86	87
22nd	79	75
23rd	89	85
24th	82	79
25th	82	81
26th	80	84
27th	87	77
28th	87	83
29th	82	82
Average Daily Attendance	74	81.9

ATTACHMENT E

MUSCATINE REMEDIAL READING SUMMER PROGRAM

ATTENDANCE REPORT

Day of Program	Number in Attendance Summer 1976
1st	60
2nd	65
3rd	65
4th	67
5th	72
6th	71
7th	63
8th	60
9th	65
10th	46
11th	59
12th	62
13th	59
14th	56
15th	59
16th	59
17th	47
18th	44
19th	46
20th	50
21st	47
22nd	45
23rd	53
24th	55
25th	53
26th	40
27th	43
28th	49
29th	51

Average Daily Attendance - - - 55.5

5200-865250-1/75

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Title I, ESEA
Grimes State Office Building
Des Moines, Iowa 50319

ATTACHMENT G

Note to Recruiter: Ask for a MSRTS student copy

Does the child have a MSRTS Record, Yes ( ) No ( )

Date Recruited ____/____/____
month/day/year

CERTIFICATION OF PUPIL ELIGIBILITY

_____ Migrant Child Education Program
(State)

Name of Migrant Program Applicant_____

Address_____

1. Classification:

   ( ) Interstate: Did the child, within the past year, cross a State line with his parent or guardian in the pursuit of agricultural employment? Commercial fishing?

   ( ) Intrastate: Did the child, within the past year, cross a school district line with his parent or guardian in the pursuit of agricultural employment? Commercial fishing?

   ( ) Formerly Migratory: A child who has been an interstate or intrastate migrant as defined above but who along with his parents or guardian has ceased to migrate within the last five years.

2. Check appropriate space below:

   ( ) Commercial fishing ( ) Agriculture

   ( ) Interstate ( ) Intrastate ( ) Formerly Migratory

3. Name(s) of Parent(s) or Guardian(s) (1) _____

   (2) _____

4. Name of Student_____, _____ _____
   Last First Middle Initial

5. Sex ( ) Male ( ) Female

6. Birthdate of Student_____
   Month Day Year

7. Verified by Birth Certificate____Document____Other____None____

8. Birthplace of Student_____
   City/County State Country

9. Student's Current Address (Home)_____
   Street City/County State

10. Date of arrival in this school district _____
Month Day Year

11. Last Previous Address _____
Street City/County State

12. Home Base Address, if different then (9) above.

_____
Street City/County State

13. Last school attended _____
Name City/County State

14. Number of school age children in family _____

15. Ages _____

( ) I hereby request and grant permission for my child to be given all necessary medical treatment.

( ) I grant permission for my child to participate in this program.

( ) The Migrant Student Record has been explained to me, and the reasons such information is being collected on my child. I understand it will be available for me to see at my request.

_____ _____
Date Parents Signature

_____
Signature of School Representative initiating this enrollment and verifying migrant status of above student.

To be completed after child enrolls.

Exact date of enrollment in present migrant school. _____
Day Month Year

ATTACHMENT G

Following is the only definition which can be used in placing children in migrant education programs:

"A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that the parent or other members of his immediate family migrant secure employment in agriculture or fishing or in related food processing activities."

A. Interstate Migrant - A child who has moved with a parent or guardian within the past year across State boundaries in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture, fishing activities, or in related food processing.

B. Intrastate Migrant - A child who has moved with a parent or guardian within the past year across school district boundaries within a State in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture, fishery activities, or in related food processing.

C. Formerly Migratory (Five-Year Migrant) - A child who has been an interstate or instrastate migrant within the last five years and now resides in an area in which a program for migratory children is to be provided.

The intent of Public Law 93-380 is to provide supplementary education and supportive services to those migratory children who accompany their parents or guardian who follow the crops, thus depriving the children of the opportunity of a full school term. Therefore, State priorities under Public Law 93-380 are directed to programs for interstate and intrastate migratory children. Projects under Public Law 93-380 are not to be specifically designed and funded for children in category "C" above.

ATTACHMENT H

TITLE I PRODUCT EVALUATION

LANGUAGE DEVELOPMENT READING

Code of Activity	Age Level	Test Code	Type of Score	Number Children Tested	Average Skills Gain	Summer Activity	Subjective Evaluation Rating (High 1 2 3 4 5 Low)				
						Yes	1	2	3	4	5
Reading	4-6	Metrop. Rdg.Rdns.	%	12	55.0	X	X				
Reading	5-6	Metrop. Rdg.Rdns.	%	14	36.0	X		X			
Reading	6-8	Fountain Valley	Skills	15	17.0	X	X				
Reading	8-11	Fountain Valley	Skills	27	9.7	X	X				
Reading	10-14	Fountain Valley	Skills	9	14.6	X	X				

Average Reading Readiness Growth = 45.5%

Average Skills Growth = 13.7

ATTACHMENT H

TITLE I PRODUCT EVALUATION

LANGUAGE DEVELOPMENT MATH

Code of Activity	Age Level	Test Code	Type of Score	Number Children Pre-Test	Date of Pre-Test		Average Pre-Test Score	Number Children Post-Test	Date of Post-Test		Average Post-Test Score	Summer Activity	Non Public	Subjective Evaluation Rating (High 1 2 3 4 5 Low)				
					Yr.	Mo.			Yr.	Mo.		Yes	Yes	1	2	3	4	5
Math	4-6	Form A&B I.C.S.P.	Skill	16	76	7	7.0	16	76	8	21.2	X		X				
Math	6-8	I.C.S.P. Form A&B	Grade Equiv.	20	76	7	1.7	15	76	8	2.2	X		X				
Math	8-11	I.C.S.P. Form A&B	Grade Equiv.	16	76	7	3.4	16	76	8	4.0	X		X				
Math	8-11	I.C.S.P. Form A&B	Grade Equiv.	19	76	7	3.9	9	76	8	4.9	X		X				
Math	10-14	I.C.S.P. Form A&B	Grade Equiv.	10	76	7	5.5	10	76	8	6.1	X			X			

Pre-test Average Grade Equivalent 3.6

Post-test Average Grade Equivalent 4.3

Average Skills Growth (Ages 4 - 6) 14.9

Average Grade Equivalent Growth = 7.0 months

ATTACHMENT H

TITLE I PRODUCT EVALUATION

REMEDIAL MATH

Code of Activity	Grade Level	Test Code	Type of Score	Number Children Pre-Test	Date of Pre-Test		Average Pre-test Score	Number Children Post-test	Date of Post-test		Average Post-test Score	Summer Activity	Subjecti Evaluati Rating High			L
					Yr.	Mo.			Yr.	Mo.		Yes	1	2	3	4
Math	6-8	I.C.S.P. Form A&B	Grade Equiv.	24	76	7	1.6	22	76	8	1.6	X				
Math	7-9	I.C.S.P. Form A&B	Grade Equiv.	19	76	7	2.5	15	76	8	2.8	X	X			
Math	9-12	I.C.S.P. Form A&B	Grade Equiv.	17	76	7	3.9	16	76	8	4.4	X	X			

Pre-test

Average Grade Equivalent 2.6

Post-test

Average Grade Equivalent 2.9

Average Grade Equivalent Growth = 3 months

ATTACHMENT H

TITLE I PRODUCT EVALUATION

REMEDIAL READING

Code of Activity	Age Level	Test Code	Type of Score	Number Children	Average Skills Gain	Summer Activity	Subjective Evaluation Rating High Low				
						Yes	1	2	3	4	5
Reading	4-6	Metrop. Rdg.Rdns.	%	11	24.8%	X		X			
Reading	6-8	Fountain Valley	Skills	23	14.8	X	X				
Reading	7-9	Fountain Valley	Skills	19	8.4	X	X				
Reading	9-12	Fountain Valley	Skills	11	5.0	X		X			

Average Reading Readiness Growth= 24.8%

Average Skills Growth = 9.4